



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3830 N 67th Ave, Phoenix, AZ 85033

### James Sandoval Preparatory High School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

#### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2004-05	Underperforming
2003-04	Underperforming
2002-03	New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

#### School Overview

Principal/Administrator : Mr. Ben Dutton  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : 9-12  
 2005 Enrollment : 175  
 Web Address :  
 Phone Number : (623) 845-0781  
 Fax Number : (623) 849-2840  
 E-mail : bdsandovalprep@hotmail.com

#### Mission

Mission Statement: to provide college bound students with lifelong learning skills through creative educational approaches, technology, effective communication and opportunities to build a strong foundation of character and ethics.

#### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2004-05	Met
2003-04	Not Met
2002-03	Met

#### School Improvement Status <sup>(b)</sup>

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

#### School / Academic Goals

- ü To academically prepare each student through an intensive, prescribed course of study integrated with and supported by technology.
- ü To prepare each student to successfully enter a university, college, or community college.

#### Enrollment

October 1, 2004 School Year Student Enrollment : 171  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 220

## Instructional Programs

- ü Discovery Class Required (Orientation)
- ü College Preparatory
- ü Tutoring Programs (After school)

## Calendar Information

Number of Instruction Days :	184
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

The school communicates to parents: testing results; teacher/aide qualifications; parental rights; school information (academic/attendance policies); goals/new programs, student expectations/schedules, hearing/vision screenings; emergency procedures.

### Parents

Parent/guardian must: be present when enrolling students; attend the first hour of the first day of orientation program; comply with state immunization requirements; notify the school of all student absences; attend student/teacher conferences.

## Transportation Policy

Students and parents are responsible to provide their own transportation.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Arizona State University Medallion of Merit Scholarship	2002
ü Eleven Students Selected to California Leadership Camp	2003
ü Staff Selected to Speak at State Charter Conference	2003
ü Staff and Students Selected to State Committee's	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	52	69846	95	96	100	661	661	699	64	64	21	18	18	11	18	18	49	0	0	18
All Students (Prior Year)	53	53	65934	93	93	100	453	453	492	98	98	43	0	0	18	2	2	24	0	0	15
Female	30	30	34328	100	100	99	660	660	702	53	53	19	35	35	12	12	12	51	0	0	18
Male	25	25	35509	96	96	100	661	661	696	72	72	23	6	6	11	22	22	48	0	0	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	41	41	23363	93	95	100	662	662	680	61	61	32	17	17	16	22	22	45	0	0	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	NC	NC	36421	NC	NC	99	NC	NC	714	NC	NC	12	NC	NC	8	NC	NC	54	NC	NC	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	54	54	62220	100	100	99	661	661	712	62	62	16	21	21	11	18	18	53	0	0	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	NC	NC	21421	NC	NC	92	NC	NC	686	NC	NC	35	NC	NC	15	NC	NC	43	NC	NC	7
Non-Economically Disadvantaged	50	50	48489	100	100	100	659	659	704	63	63	15	23	23	10	13	13	52	0	0	23

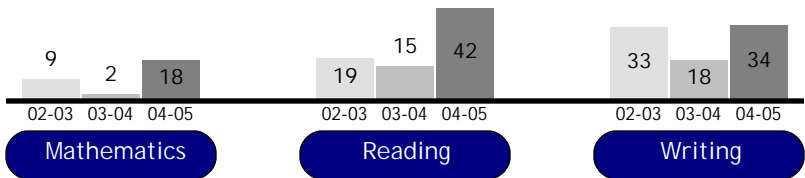
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	49	71311	98	100	100	667	667	694	12	12	7	45	45	21	42	42	63	0	0	9
All Students (Prior Year)	54	54	68162	98	98	100	465	465	509	59	59	18	26	26	24	13	13	51	2	2	8
Female	27	27	34899	96	100	100	680	680	700	0	0	5	40	40	19	60	60	66	0	0	10
Male	22	22	36430	100	100	100	656	656	688	22	22	9	50	50	22	28	28	61	0	0	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	39	39	24056	100	100	100	668	668	672	13	13	13	46	46	31	42	42	53	0	0	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	NC	NC	36841	NC	NC	99	NC	NC	713	NC	NC	3	NC	NC	12	NC	NC	72	NC	NC	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	48	48	63379	98	100	100	668	668	707	9	9	5	47	47	18	44	44	68	0	0	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	22243	NC	NC	93	NC	NC	677	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Non-Economically Disadvantaged	41	41	49157	100	100	100	672	672	702	4	4	4	48	48	16	48	48	69	0	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	48	70868	96	98	100	640	640	688	25	25	5	41	41	23	34	34	63	0	0	9
All Students (Prior Year)	55	55	67629	100	100	100	430	430	524	67	67	22	15	15	16	18	18	59	0	0	3
Female	27	27	34710	96	100	99	662	662	697	7	7	3	47	47	19	47	47	66	0	0	12
Male	21	21	36176	95	95	100	620	620	678	41	41	7	35	35	27	24	24	59	0	0	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	38	38	23868	97	100	100	642	642	670	26	26	9	30	30	33	43	43	55	0	0	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	NC	NC	36710	NC	NC	99	NC	NC	702	NC	NC	2	NC	NC	15	NC	NC	69	NC	NC	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	47	47	63054	96	98	99	641	641	701	23	23	3	42	42	20	35	35	67	0	0	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	NC	NC	21994	NC	NC	92	NC	NC	673	NC	NC	10	NC	NC	36	NC	NC	52	NC	NC	3
Non-Economically Disadvantaged	40	40	48960	100	100	100	649	649	694	21	21	3	42	42	18	38	38	67	0	0	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	19	19	41	100	23	NA	42	90	37	37	51
	Language	100	20	20	42	100	13	13	42	90	36	36	50
	Mathematics	100	33	33	60	100	32	32	63	90	32	32	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# James Sandoval Preparatory High School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 1 Parent(s)
- 0 Community Member(s)
- 1 Student(s)

### Council Duties

- Ü Academic Achievement
- Ü Student Attendance
- Ü Course Evaluations
- Ü Extra Curricular; Community Involvement
- Ü School Policies

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	10.00
Other Professional Staff	1.00	Teacher Aide	3.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	4	1	1	0
7 to 9 years	0	0	0	0
10 or more years	1	0	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	20%
Percent of core classes not taught by Hightly Qualified Teachers	4%

## Resources Available at School Site

### Special Facilities

- Ü 3 Labs with 20+ desktops in each room
- Ü 60 Laptops for use to enrich curriculum
- Ü Wireless server access
- Ü Smartboards in 6 classrooms

### Extracurricular Activities

- Ü History Club (Annual trip to D.C.)
- Ü Dances
- Ü Spanish Club (Biannual trip to Spain)
- Ü Conference athletics (girls and boys)
- Ü Leadership Camps

### Social Services

- Ü Counseling Services
- Ü Community Referrals
- Ü Child Protection Services
- Ü Lions Club (Vision Screenings)

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

Ü Graduates enrolled at Arizona State University, Estrella and Glendale Community Colleges, DeVry, and out of state universities.

Ü The school has partnered with: ASU West, Estrella Community College, DeVry, and is an affiliate of the National Council of LaRaza. Partnerships have resulted in student scholarships and computer donations.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	92	95	94	95
Transfers Out Rates <sup>5</sup>	53	12	12	17
Transfers In Rate <sup>6</sup>	69	28	28	37
Stability Rate <sup>7</sup>	46	87	87	82
Promotion Rate <sup>8</sup>	68	96	95	81
Retention Rate <sup>9</sup>	8	1	1	3
Dropout Rate <sup>10</sup>	14	0	1	6
Status Unknown <sup>11</sup>	14	0	1	4
Graduation Rate <sup>12</sup>	98	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Sandoval Preparatory High School teachers/staff work with each student by implementing affective character and social development strategies in each class. A member of Character Counts!

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Ben Dutton	(623) 845-0781
Transportation Policy	Lucille LaVeer	(623) 845-0781
Community Resources	Lucille LaVeer	(623) 845-0781
School Nutrition Programs	Ben Dutton	(623) 845-0781
Parent Organization		
Student Health/Nurse		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.